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ABSTRACT

The academic library orientation workshops described are conducted by the University of Vermont to acquaint college bound high school seniors with the resources available in an academic library. Sessions consist of a location exercise in which students use the card catalog to locate specific materials, a guided tour of the library, and a written exercise using periodical indexes, the computer listing of periodicals, and the card catalog. Participating students and their teachers complete written evaluations which the library reference staff then uses to monitor the program's effectiveness. This study examines the evaluations from six sessions and offers suggestions for improvement. A sample reference exercise, sample titles for the location exercise and a reference exercise worksheet, and evaluation forms are appended. (Author/RAA)

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INTRODUCING THE COLLEGE-BOUND STUDENT TO THE ACADEMIC LIBRARY: A CASE STUDY

by

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ABSTRACT

The author spent two weeks in January 1979 observing and participating in the University of Vermont's program of library orientation workshops for area college-bound high school seniors. This paper describes the workshops, summarizes student and teacher evaluations of the sessions, criticizes and evaluates the program. In spite of minor flaws the program has been exceedingly well received. Participants unanimously recommend a similar session for incoming college freshmen.

INTRODUCING THE COLLEGE-BOUND STUDENT TO THE ACADEMIC LIBRARY: A CASE STUDY

Since May 1977 the professional staff of the Bailey-Howe Library at the University of Vermont, Burlington has offered an unusual program of library skills workshops, unusual in that while the setting is an academic research library the workshop participants are not college freshmen but area high school students. How does the University of Vermont's program differ from other efforts around the country to bring high school students into the academic library? Basically it is neither a term paper clinic nor a formal course in bibliographic search techniques. It is a workshop combining an instructional tour of the library's facilities with hands-on experience in using college-level bibliographic tools. It does not purport to impart a mastery of a particular bibliographic tool or tools; rather it is designed to introduce the college-bound student to the types of sources available in the college library, to hint at the existence of a wealth of materials beyond the Readers' Guide, hopefully to whet the student's appetite for further investigation, and to eliminate or greatly reduce the sense of intimidation new freshmen typically experience upon confronting the labyrinth of the academic library for the first time.

The University of Vermont Workshops

The University of Vermont high school workshops are held when the university is not in session--during January intersession, Spring break, and after graduation from mid-May through June--times when the library is less busy and the atmosphere is more relaxed. Only one school is invited

per half-day session. The students come with a classroom teacher or two, depending upon the size of the group; some groups have included the school librarian. Some groups relate the experience to a class project--term paper or research assignment--however, the library staff makes it clear that the workshop is an orientation to the college library and not a term paper clinic.

The program attracts participants through a combination of advertising and active recruitment. Initially the reference librarian who inaugurated the program sent announcements to all high school librarians in the state, then followed these with individual letters. Since then announcement of the program has been made in publications of the Vermont Library Association (VLA News) and the Vermont Educational Media Association (VEMA). The program receives an additional promotional boost from the State Consultant for Education, who mentions it as she travels throughout the state giving book talks. In cases where schools have participated in the past, the school librarian or a classroom teacher will often call the library to arrange for a session for the current class of seniors. In most cases, however, recruitment takes the form of a telephone call from the reference librarian to the high school librarian in which the former explains the program and schedules an appointment for an upcoming workshop. Calls are made at least two weeks ahead of the workshop dates in order to give both sides ample time for preparation.

A typical session begins with a short welcoming statement by the reference librarian in which she explains briefly what the group will accomplish in the 2½ to 3 hours it will spend in the library. As a warm-up

exercise to stimulate interest and to get them immediately involved, students are handed individual slips of paper inscribed with titles of books or journals (See representative titles, Appendix A) and given 15 to 20 minutes to locate the items and return with them to the Reference area. This exercise obliges them to use the card catalog to find a call number and to decipher location symbols. Students are given a floor plan of the library, a guide to special location notations, and a summary breakdown of the Dewey Decimal Classification to aid them in their search.

When the students return to the Reference area with their respective books, journals, or microforms, someone invariably complains of difficulty in locating an item when one does not know one's way around the library. This is the librarian's cue to lead into the tour, now that the students have been primed to appreciate its value. If the group is a large one the librarian may divide it into more manageable groups of eight or fewer students, depending upon the number of librarians available to conduct the tour. The tour covers specific areas of the library and stops at predetermined stations for explanation/instruction; however, if there is more than one group they will start at different points: there is no prescribed route or inviolate order that must be followed so long as all points are covered and groups are not tripping upon each other's heels.

A typical tour begins at the card catalog, where students receive a brief explanation of the catalog card's elements as well as an introduction to the "big red books"--the Library of Congress Subject Headings--in which they locate a sample topic and see what related headings they might also consult. Other stops include the Periodicals Room, where procedures for requesting both periodicals and government documents are outlined and

the necessity for consulting the Monthly Catalog of United States Government Publications is stressed; the Map Room, where students are asked to locate their school on a topographic map of their town or rural area; and the Microforms Area, where the librarian may demonstrate the operation of a microfilm or microfiche reader depending upon the group's interest. If time allows and the group is not too large the librarian may include the Special Collections area, where students may examine a stereoscope while the librarian enumerates some of the special collections of materials pertaining to Vermont. Other stops include the Circulation Desk and the Reserve Reading Room.

The last stop, but the most important in terms of the workshop exercises to come, is the Reference area. Before the group's arrival the librarian has carefully marked with slips of paper the books to which she wishes to draw the students' attention. Since the reference tour is organized around a predetermined theme (for example "whales"), the librarian will have marked appropriate entries in Grzimek's Animal Life Encyclopedia, Environment Index and Environment Abstracts, Bibliographic Index, Oceanic Abstracts, The New York Times Index, and the Monthly Catalog. Students are introduced to the various elements that make up a bibliographic citation; individuals in the group are then singled out and asked to identify the parts of another citation on the same page.

As the different tour groups finish they regroup in the Reference area for the reference assignment. Each student receives a different set of questions directing him or her to a specific volume of a designated index (see sample, Appendix B). Given a particular subject to look up, the student must find an article on the subject and identify its parts. A

standard question asks the student whether or not the library owns the periodical in question and where it is located, which can be determined by consulting a copy of the computer printout of periodical holdings. Another question refers the student either to the card catalog or to the Library of Congress Subject Headings or both to check for usable subject headings. By the time the student has completed the answer sheet, he or she will have answered from five to eight questions dealing with specific reference sources and how to use them. Those students who finish early may be asked to try a second search or may be given a trick question related to the peculiarities of the filing order of catalog cards (i.e., "Does the library have any books about President William McKinley?") All search assignments are corrected by a librarian in the student's presence so that any difficulties regarding answers can immediately be resolved. Students are then asked to complete an evaluation form designed to elicit information regarding the extent and sophistication of previous library instruction and to indicate difficulties with the present program of instruction. Classroom teachers are also asked to evaluate the sessions, whether or not they have actively participated in the exercises with their students. Evaluations are read carefully and serious consideration is given to perceived problems with the program or parts of it.

Participant Evaluation of the Workshops

The following observations are drawn from evaluations completed by students and teachers attending six workshop sessions in January 1979. (See sample evaluation form, Appendix C.) The evaluation form elicits two kinds of information: the prefatory matter and first seven questions develop a student profile which reveals academic orientation, background in

library instruction, and patterns of library use; the remaining seven questions measure the relative success of the orientation program.

Student profiles:

Six schools participated in the workshops: Burlington High School (Burlington, VT); Hazen Union High School (Hardwick, VT); Mount Mansfield Union High School (Jericho Center, VT); Rice Memorial High School (South Burlington, VT); Rochester High School (Rochester, VT); and Stowe Junior-Senior High School (Stowe, VT). Of the 101 participants who completed the questionnaires, 3 were teachers, 84 were seniors, 6 were juniors, and 8 were sophomores. (This distribution is approximate. Some students interpreted the item designated as "year" to mean the current date and entered "January 1979" instead of their class year. These were counted as seniors since the program specifically invited seniors.)

Students were asked to indicate their intended college major. Chosen fields represented a wide variety of disciplines including the fine arts, communications, languages and literatures, music, social sciences, law, education, animal sciences, medicine and health sciences, mathematics and engineering, environmental studies, home economics, vocational-technical trades, and various areas of business studies. Several students identified more than one area of interest while some 14 percent were undecided.

Forty-nine, or exactly one-half of the students, indicated that they planned to attend a college or university in Vermont; 27 students preferred out-of-state schools; another 10 students were considering both. Of those students considering a Vermont college, 15 specified the University of Vermont. Eleven students checked neither the in-state nor the out-of-state categories: these were counted as being undecided even

though they may actually have been non-college bound. Only one student admitted that he had no plans to go on to college.

1. Have you ever been in or used the UVM Library prior to this orientation? Slightly more than half of the participants had previously used the library (55 yes; 46 no). Of those who had used the library, 10 did so with some regularity (monthly or more often), another 13 used it occasionally (for term papers or projects), and 21 had used it infrequently (from once a year to only once or twice before). As would be expected, students from local schools (Burlington, Rice, and Mount Mansfield) were more likely to have used or visited the UVM Library.

2. Have you ever been in an academic library other than UVM, or a large public library where you had to locate books, magazine articles, etc.? If yes, which library? This question caused some confusion among a small number of students who cited small, local public libraries or their high school libraries in their answers. Forty-four participants claimed to have used another academic library or a large public library such as: Glassboro State College (NJ), Middlebury College (VT), Utica College (NY), St. Michael's College (VT), Ohio University (OH), Johnson State College (VT), University of Michigan (MI), Juniata College (PA), Champlain College (VT), Fletcher Free Library (Burlington, VT), Free Library of Philadelphia (PA), Floral Park Public Library (NY), Passaic Public Library (NJ), Clifton Public Library (NJ), Boston Public Library (MA), and the Folger Shakespeare Library (Washington, DC). (A significant number of these libraries were cited by classroom teachers.) Of the Burlington students who had used another library, the overwhelming majority named the Fletcher Free Library (Burlington's public library); Rice

students typically had used both the Fletcher Free Library and St. Michael's College library. (Interestingly, Rice students who had used the UVM library outnumbered Burlington students who had done so by two to one. Burlington is the city high school; Rice Memorial is a private, Roman Catholic secondary school.)

3. Is this the largest library you have ever been in? Eighty-three respondents answered yes. There were numerous discrepancies between individual answers to this question and the preceding one relative to students' perception of size and/or difficulty distinguishing between types of libraries; e.g., many who answered no to question 2 also answered no to question 3, which would indicate that either they did not understand the questions or they had been in a larger library which was neither academic nor public.

4. How often do you expect to use the library in your freshman year? Sixty respondents answered that they expected to use the library every week, 14 anticipated using it every day, and 13 felt that they would use it a few times each semester. Three students reported that they would use the library whenever necessary, two thought that once or twice would suffice, and two said that they would never use it. Seven respondents did not answer the question.

5. How often do you use the materials in your high school library (not counting use of the room as study space)? Just over one-half of the respondents reported that they use their high school library with some degree of regularity (i.e., daily to 2 or 3 times a month). Another 24 use their libraries a few times per semester (for term papers and projects). Twenty respondents make infrequent use of the high school library,

four never use it, and one did not answer the question.

6. How often do you use the materials in your public library (not counting as a study area)? Student (and teacher) answers to this question indicate that most find their needs satisfied by the high school library and that they have recourse to the public library only as a last resort when they have exhausted the school library's resources. Some specified that they used the public library for leisure reading either during the school year or in the summer months. Several volunteered the information that their public libraries are very small and never have what they need. This would be especially true in small towns and rural areas, where public library deficiencies would be noticeable in comparison with the resources of a school library in a unified school district with financial support from several communities. Only 9 respondents used their public library with any regularity; another 19 made occasional use of the library for term papers. The majority use the public library infrequently or not at all (37 and 33 respectively). Two respondents gave no answer and one gave the enigmatic reply, "OK."

7. Briefly describe previous library instruction you have received. That responses to this question varied greatly in specificity is most probably the fault of the questionnaire itself. (A revised evaluation form--Appendix D--will greatly remedy this situation.) Those students who named specific tools to which they had been exposed invariably cited the card catalog, the Dewey Decimal System, and the Readers' Guide. Students from Burlington High School also named The New York Times Index. One Burlington student went so far as to answer, "Similar to this in the B.H.S. library (3 times!)." Students from other schools seemed to have

encountered less instruction, or else they were unable to describe the instruction they had received. Of the eight respondents who claimed that they had never received any library instruction, one was a classroom teacher! Three other respondents attributed their library instruction to personal trial and error. Three students, all of whom had previously attended high schools in other states, had had formal term paper courses. One teacher had had a course in bibliography and research.

Participant impressions of orientation:

8. What were your impressions of the degree of difficulty in locating information in a large library? Twelve respondents claimed to have encountered little difficulty, 20 reported having had occasional difficulty, and 17 found the experience very difficult. The majority--42 respondents--however, recognized the value of the orientation session when they admitted that it was not difficult once they knew how to go about it. Individual comments were revealing:

"Not all that difficult if you aren't afraid to ask questions.

"About what I expected but a little more fun."

"A lot harder than a small library."

"Difficult unless you ask for help."

"It takes a lot of looking, but it's not impossible."

"If you just stopped and thought about it you could handle it. Everything was organized well."

9. Do you think the Bailey Library orientation had a positive influence on your confidence in using an academic library? The overwhelming answer to this question was "yes," with only four "no's," two "maybe's" and three abstensions. Individual students volunteered the following:

"Now I feel I'll be ahead of others in my Freshman year here."

> "I hadn't realized the import. of index--our school library is small enough so that I generally can find whatever I need by browsing. I think it is def. well done. Some more attention to locating specific ref. books would be helpful, though."

10. Why did you choose to participate in this program? The most frequently given answer to this question reflected a need to learn something about college libraries before going on to college. Other reasons given were the desire to learn about more complex libraries, the desire to be able to use the library more effectively, and the realization that such knowledge of the library could be useful. A number of students had a more pressing need generated by an assignment requiring library research. One-fourth of the students admitted that they had been forced to come; several others came because it was a field trip and got them out of classes for the day. Five persons gave no answer and one answered simply, "Why not."

11. What part of the orientation gave YOU difficulty? Please be specific. The use of indexing and abstracting services was the most frequently cited cause of trouble. Others had difficulty comprehending subject headings and interpreting entries in the card catalog. Twenty respondents said they had difficulty locating items, although it is not clear from their responses whether they were referring to the location exercise in particular or to finding information in general. One person expressed difficulty in understanding what the different books were for, while four others had trouble knowing where to begin. Two respondents answered that too much information was given in too little time. One poor soul had difficulty with "everything," 12 claimed that they had encountered no difficulty, and 24 omitted the question, indicating either that they had had no difficulty or else that they had but were not about

to admit it. (It should be noted at this point that a fair number of participants did not complete side two of the questionnaire--questions 11 through 14--possibly because of limited time and possibly because many simply did not turn the page over to see if there were additional questions on the reverse. The reference staff is aware of the problem and now checks the back of the questionnaires as they are handed in to make sure they have been completed.)

12. In which area(s) do YOU need more guidance: e.g., locating material; interpreting entries in periodical indexes; using the subject card catalog; etc.? Of those who answered by choosing one of the above suggested problem areas, 32 expressed the desire for more guidance/instruction in using indexes and abstracts, 30 wanted help in locating materials, and only five felt they needed guidance with the card catalog. Other problem areas cited were subject headings, "finding possible sources," "how to select from a list of books," tracings, microfilm, journals, maps, and "how to locate material on a subject." Four persons wanted guidance in "all areas;" three others indicated a desire for more practice. Seven respondents claimed they required no further guidance while 21 omitted the question.

13. Would you recommend an orientation session like this to an incoming freshman? Why? Those participants who answered this question (84 out of 101) responded unanimously in the affirmative. Their comments were intelligent and informative: they recognized that knowing how to use the library would save them precious study and research time, that they would have a better idea of how to do research and of the variety of materials at their disposal, and that they would be more comfortable in the library

and wouldn't have to ask the librarians so many questions. The following comments are representative:

> "Any freshman with no, or little previous experience would feel abnormally empty headed and ignorant in the midst of so much knowledge. Besides, some don't even know of the existence of microfilm, microfiche, and microprint."
>
> "Yes I would recommend an orientation because, had I not come here this trip, I would have been lost if I came by myself."
>
> "Yes, I think that knowing the library well has a lot to do with good study habits and organizing term paper research."
>
> "Yes because it helps you to better understand the materials available in the library and helps to get rid of the 'completely lost' feeling of your first encounter with the library."

14. Please suggest ways in which we might improve our orientation.

Suggestions made in response to this question reveal a keen interest in the variety of materials available in the library. Students requested more time with books and materials, including microforms, maps, periodicals, and reference books. Some wanted more search assignments, some felt rushed and wanted more time to look around, others wanted specific instructions in beginning research, still others wanted to learn to use readers and other equipment. Several wanted more individualized attention, more librarians, smaller groups, etc. On the other side of the coin were the students who complained that the session was too long. And students facing the prospect of having to do a research assignment after the workshop lamented the fact that high school students may not check out books from the university library. Some of their comments follow:

> "More searching. Just one or two searches aren't really enough. After you figure out the first one it would be better to have another to see if you could do it better or easier."

> "How to use microfilm, maybe more 'assignments' looking for maps or sections we missed. Good combination of lecture/explanation and exercises."
>
> "Spend more time in all areas because I believe it went too fast."
>
> "Explain how the books could be of help in actual term paper writing."
>
> "Even more searching for books this was very helpful and sort of fun."
>
> "Make it much more lengthy and give students a chance to look up many different types of materials (microfilms, maps, books, references, etc.)"
>
> "Talk slow. Walk slow. Repeat. Start on bottom. Move up."

A teacher commented:

> "The hands on experience was very effective. You might suggest to students (esp. those who are college-bound) that they consult the ref. librarian for a list of esp. useful reference books, abstracts, etc. in their field of interest & also professors in question for specific courses. You mentioned this but it could be stressed more. Also you should stress the dewey decimal system as it relates to reference filing as well as normal shelving for novels, etc., which are more common to high school students' experience. I never really thought about the correlation, I'm embarrassed to admit."

Observations

Participants' evaluations indicate that the orientation program is succeeding admirably in its goal to provide an introduction to the academic library for college-bound high school students. This is not to say that the program is perfect--it isn't--however, the flaws are minor in comparison with the total achievement. Some of the problems are not of the library's making but rest upon the shoulders of the cooperating schools. At least one problem is architectural and should be solved now that a new addition to the library has been completed.

Until construction of the library addition was completed, space for

the workshops was a problem. Small groups were accommodated in a corner of the Reference area which had several tables and was enclosed on three sides by book ranges and on the fourth side by a wall of windows. The area was well lighted, quiet, and secluded, so that the sessions did not disturb other patrons and the workshop participants likewise were not distracted by activity in other areas of the library. Larger groups met in the Reserve Reading Room, a less than ideal location because it was separated from the card catalog and the circulation desk--both areas of heavy traffic even when the university was not in full session--by a waist-high wall. Only a highly motivated group could fail to be distracted by the surrounding activity; likewise, the workshop sessions were a distraction for both patrons and library staff working at the catalog. The enlarged library building has a conference room which can be utilized for workshop sessions, thereby effectively eliminating the problem.

Session themes are predetermined by the reference librarian. This saves time in that the librarian can pull books from the shelves and mark items to be brought to the students' attention. The experience could be made more meaningful for the students if their teacher could relay, well in advance of the workshop date, a topic which the class is studying or which is otherwise of particular interest to the group. This would allow time for the reference staff to find and mark items tailored to fit a larger educational experience. The relevance to their more immediate needs might also serve to capture the interest of those students whose avowed motivation for attending a workshop session is coercion on the part of the classroom teacher. On the other hand, a workshop tailored to students' informational needs risks disintegrating into a term paper clinic,

thus losing sight of the program's original objective. Obviously the librarian treads a fine line between implementing goals and accommodating student interests.

Some students have complained, and indeed the literature expressly warns against the danger, that too much information is presented all at once. It is one thing to orient patrons to the physical plant, i.e., locations of sources and services in the library; it is another to give a short course in bibliography simultaneously. Students come to the workshops from diverse backgrounds in library instruction: some are conversant with a variety of bibliographic tools while others struggle to comprehend the card catalog. The librarian is again placed in an awkward situation: should she assume a basic level of competency and proceed accordingly, or should she sound out teachers and school librarians as to the students' preparation and then attempt to fill in the gaps? If she succumbs to the latter the session becomes a remedial workshop rather than an exploration of new territory. Ideally the program should involve both the school librarian and the reference librarian in a joint effort whereby the former would agree to introduce elementary concepts which the latter would then cover on the tour. I would stress that this is an ideal--in actuality it may be far from practical or even possible, especially in a small state such as Vermont where the school librarian is often a classroom teacher who has drawn the library as an additional assignment, whether or not she has had academic preparation in librarianship.

Although the workshops are clearly intended for college-bound students, there is the problem posed by the occasional small school which insists on bringing all seniors regardless of their inclination or ability to do

college-level work. Having no practical use for either the library or the exercises, the non-college bound students typically exhibit a lackadaisical approach to the session. Since no one grades the exercises or reports participation (or lack of it) to the teacher, these students feel no compulsion to perform and often leave the reference assignment aside, tucked out of sight in an empty carrel, to be discovered only when the reference staff straightens up the area after the students have gone. Those among them who decide to brave the intricacies of the assignment may feel frustrated or overwhelmed and come away from the experience feeling defeated. One would hope that the classroom teacher or school librarian would have the sensitivity to see that she might be doing a disservice to some students by insisting that they participate in an intellectual exercise beyond their capabilities or interest. Lacking this, the burden then rests upon the workshop leader who must tactfully request that the schools send only those seniors who are planning to go to college.

If admission of non-college bound seniors to the workshops is of questionable value, then how much more so is the admission of students who have not attained their senior year, for if the one group lacks the motivation to succeed the other lacks the maturity with which to handle advanced level materials even though they may possess the requisite library skills. Those sessions which are attended only by college-bound seniors are noticeably livelier and more productive than those attended by mixed groups. Again, the schools must be made to understand that they are doing their students a greater service by requiring that they wait until their senior year to participate in an orientation workshop.

In addition to the above I would like to echo the wistful plea of

those students who requested that the tour leader slow down and give them more time to look around and handle a variety of materials. At 2½ to 3 hours the session is already long, but for those students whose curiosity has been aroused it is but a tantalizing morsel which does not quite satisfy the appetite. Were sufficient staff available, follow-up sessions might be offered for interested students. (By no means should this be obligatory!) The workshops are usually held in the morning, so that interested students might with only minimal inconvenience return for a second look, since some groups now return after lunch to work on individual research projects. Such an extension of the orientation program would naturally require additional expenditures of time and staff commitment, but would seem well worth the effort in view of favorable publicity for the library and the university.

The public relations aspect should not be minimized. As the state university and agricultural college, the University of Vermont has been criticized for its alleged failure to meet the needs of the entire state. Purportedly the university furthers the interests of Chittenden County, the urban center in which it is located, at the expense of the rest of the state which is predominantly agricultural. The workshops are one way in which Vermonters can be made to see the benefits of the university in their communities. In reaching out to schools outside Chittenden County the library reminds Vermonters that the university is truly their university and that it exists to fulfill their needs.

Long-range studies have not been attempted but would be useful in evaluating the effects of the program. It should not be impossible, for example, to follow up on those students who participated in the orientation

and subsequently attended the University of Vermont to determine if such participation gave them an edge over other new students in acclimating themselves to the library. On another level, classroom teachers and/or high school librarians might be persuaded to examine whether or not workshop participation has made any noticeable difference in the relative effectiveness with which students use their high school libraries. Such feedback would be of immense value to the academic library as it continually strives to improve the orientation program.

Summary

A survey of the literature on freshman library orientation and library tours reveals that both have fallen into disfavor in the last decade. In their place one finds much more individualized instruction (much of it admittedly expensive to implement) utilizing such methods as computer assisted instruction, programmed learning workbooks, point-of-use aids, filmstrips, videocassettes, closed circuit television, slide-tape armchair tours, and so on. While all of these may have their place, they still do not address the question of how to handle larger groups of students short of formal bibliographic instruction in the classroom. Until someone invents the proverbial better mousetrap, however, the orientation session and tour will continue to have their advocates and programs like the orientation workshops at the University of Vermont will continue to fill a definite need.

Participant feedback through evaluation questionnaires reveals that the program has been exceedingly well received. Students with little previous bibliographic instruction or who have never before been in a large

academic library find that their confidence is bolstered after participation in the program. They come away from the workshops having experienced success in using reference materials in a university library, with the knowledge that there are available vast, untapped resources which are not so difficult to unlock once the librarian provides them with the key. Whether they come to the University of Vermont as freshmen or go to another college or university, they have been in and used a university library and should have a better idea of how to proceed to find information than does a student who has not had a similar orientation. Those who have completed the workshop unanimously recommend a similar session for incoming freshmen.

The program is not without minor problems such as the admission into the program of students other than the college-bound seniors for whom the sessions are intended. There is an additional problem inherent in any program of this nature--that of presenting more information than some students can handle while simultaneously providing too little information to satisfy the intellectual curiosity of more capable, more highly motivated students. If the library chooses a middle road between the two extremes it risks losing students at either end of the spectrum; however, this problem can be alleviated by having the high school librarian provide whatever remedial instruction is needed by the one group while the reference librarian provides additional bibliographic experiences for those students who desire it.

In addition to collecting on-the-spot evaluations of the program by participants, the library would do well to initiate longitudinal studies to discover what effect, if any, the program has upon students' ability

to use the library effectively in their freshman year as well as in subsequent years of college and post-graduate work. If the workshops can be shown to provide students with a head start in making productive use of the college library, they will have more than justified their existence. The positive evaluations received to date indicate that the program is undeniably succeeding in its stated goal--to introduce the college-bound student to the academic library.

APPENDIX A:

SAMPLE TITLES FOR LOCATION EXERCISE

Angelou, Maya. I Know Why the Caged Bird Sings.

Campbell, W. G. Form and Style: Theses, Reports, Term Papers. (There are copies of this book in 2 different parts of the library. Please locate both!)

Choices; a Guide to Educational Alternatives at UVM.

(Haw, Mary Jane). The Rivals: A Chickahominy Story.

Kazantzis, Judith, comp. Women in Revolt: the Fight for Emancipation: a Collection of Contemporary Documents.

McClintock, Walter. The Old North Trail; or, Life, Legends and Religion of the Blackfeet Indians. (There are 2 copies of this book in different parts of the library. Please locate both copies.)

On Meeting Real People: an Evaluation Report on "Vegetable Soup": the Effects of a Multi-ethnic Children's Television Series on Inter-group Attitudes of Children: Final Report to N. Y. State Education Department.

Revista de Literatura. V. 37, 1970.

Steinbeck, John. The Grapes of Wrath.

United States. Commission on Civil Rights. A Guide to Federal Laws and Regulations Prohibiting Sex Discrimination.

U. S. Geological Survey. The National Atlas of the United States.

Vonnegut, Kurt. Slapstick: or, Lonesome No More!

APPENDIX B:

SAMPLE REFERENCE EXERCISE

1. In Volume 11 (1976) of Human Resources Abstracts (R IND 016.301/P869) locate "minorities" in the cumulative subject index at the end of the volume. Find the fifth entry. What number is given for the fifth entry? _____

2. Turn to the main part of the volume and locate the number you found in question #1. Identify the following:

   author: _____

   Title of article: _____

   Full journal title: _____

   volume: _____ issue #: _____ date: _____ pages: _____

3. Does Bailey Library own this journal? _____

4. How did you find out? _____

5. Does Bailey Library own the volume you need? _____. If yes, where is it located? _____

6. The article you found in questions # 1 and 2 may be listed under additional subject headings to give you other points of access to the same information. Which of the following subject headings will lead you to the same information you found in question #1? (Turn back to the Cumulative Subject Index at the end of volume 11 and look for the same entry numbers!)

   Education_____
   Equal Opportunity_____
   Higher Education_____

7. In the card catalog what subject headings are used for Human Resources Abstracts? _____
   _____

8. In the card catalog what subject headings should you use to locate general books on desegregation in higher education? _____
   _____

APPENDIX C:

SAMPLE EVALUATION FORM

The orientation program you have just completed was designed as a general session to prepare college-bound high school students with the size and scope of a medium-sized academic library. It was not designed to supplement a specific course or class at the high school level. Your responses on this questionnaire will help me in the organization of future orientation sessions. Please be honest!

School _____ Year _____

Possible Major _____

College in-state _____ Out-of-state _____

1. Have you ever been in or used the UVM Library prior to this orientation? yes_____ no_____ frequency _____

2. Have you ever been in an academic library other than UVM, or a large public library where you had to locate books, magazine articles, etc? yes_____ no_____ if yes, which library? _____

3. Is this the largest library you have ever been in? Yes_____ No_____

4. How often do you expect to use the library in your freshman year?
   never_____ every day _____
   a few times a semester _____ once or twice _____
   every week _____

5. How often do you use the materials in your high school library (not counting use of the room as study space)?

6. How often do you use the materials in your public library (not counting as a study area)?

7. Briefly describe previous library instruction you have received.

8. What were your impressions of the degree of difficulty in locating information in a large library?

9. Do you think the Bailey Library orientation had a positive influence on your confidence in using an academic library?

10. Why did you choose to participate in this program?

11. What part of the orientation gave you difficulty? Please be specific.

12. In which area(s) do you need more guidance: e.g., locating material; interpreting entries in periodical indexes; using the subject card catalog; etc?

13. Would you recommend an orientation session like this to an incoming college freshman? Why?

14. Please suggest ways in which we might improve our orientation.

APPENDIX D:

REVISED EVALUATION FORM

The orientation program you have just completed was designed as a general session to prepare college-bound high school students with the size and scope of a medium-sized academic library. It was not designed to supplement a specific course or class at the high school level. Your responses on this questionnaire will aid me to study needs for bibliographic instruction for high school seniors and to organize future orientation sessions.

You may check more than one answer if that would be accurate.
Please be honest!

1. School_____ 2. Year_____

3. Possible Major

a. English	m. Engineering
b. Natural Resources	n. Home Economics
c. Business	o. History
d. Media (Radio, TV, Communication)	p. Architecture
e. Foreign Languages	q. Political Science
f. Science	r. Physical Education
g. Education	s. Music
h. Law/paralegal	t. Art
i. Medicine/Health Sciences	u. Psychology
j. Computer Science	v. Drama
k. Fashion	w. Librarianship
l. Industrial Arts	y. other

4. College in state a._____

Out of state b._____

5. Have you ever used the UVM Library prior to this orientation?
a. Yes_____ b. No_____

6. If yes, which library? _____

7. Is this the largest library you have ever been in?
a. Yes_____ b. No_____

8. How often do you expect to use the library in your freshman year?
a. never_____
b. a few times a semester_____
c. every week_____
d. every day_____
e. once or twice_____

9. How often do you use the materials in your high school library (not counting use of the room as study space)?
   a. never _____
   b. a few times a semester _____
   c. every week _____
   d. every day _____
   e. once or twice _____

10. Briefly characterize previous library instruction you have received.
   a. Instruction by H.S. teacher or librarian in Dewey Decimal System and Readers Guide. _____
   b. Instruction by H.S. teacher or librarian in the above plus other indexes and reference works. _____
   c. Personal trial and error. _____
   d. Term paper/Research course. _____
   e. None. _____

11. Characterize your impressions of the degree of difficulty in locating information in a large library.
   a. _____ Simple
   b. _____ Occasionally difficult
   c. _____ Extremely difficult

12. Do you think the Bailey Library orientation had a positive influence on your confidence in using an academic library?
   a. Yes _____
   b. No _____
   Explain your answer, if you wish.

13. Why did you choose to participate in this program? Check one.
   a. _____ Need to learn about college libraries before college.
   b. _____ Forced to come.
   c. _____ Have an assignment requiring library research.
   d. _____ Other (explain) _____

14. What part of the orientation gave you difficulty?
   Check as many as you feel are accurate.
   a. _____ Finding material in the card catalog.
   b. _____ Finding material in the library once you had the call number.
   c. _____ Use of the indexes to periodicals and documents.
   d. _____ Finding related subject headings in the subject card catalog.
   e. _____ Other.

15. In which area(s) do you need more guidance?
   a. _____ Locating material in a large academic library.
   b. _____ Interpreting entries in periodical indexes.
   c. _____ Using the subject card catalog.
   d. _____ Following directions,

16. Would you recommend an orientation session like this to an incoming college freshman?
    a. _____ Yes.
    b. _____ No.
    Why?

17. Please suggest ways in which we might improve our orientation.

18. Name of tour leader: